

**Request for Qualifications**  
**Elementary Social, Emotional, Behavioral and Family Support**

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**COVER SHEET**

**Organization Information:**Organization name: Communities In Schools of SeattleOrganization address: PO Box 24872 Seattle, WA 98124

Describe your legal status and, if applicable, state of incorporation (for example, Washington State non-profit corporation, Washington State partnership, sole proprietorship):

Washington State non-profit corporation**Application Components and Checklist (submit in this order)**

- Cover Sheet
- Key People
- Previous Experience
- Tracking to Success
- Women and Minority Inclusion; Non-discrimination

**Contact Information:**Contact person: Shira Rosen  
(please print clearly)Title: Executive DirectorMailing address: PO Box 24872 Seattle, WA 98124Day/Work phone: 206-252-0008 Email address: shira@cisseattle.org

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Additional information is provided in Attachment 3.

## **Cover Sheet, Legal Status and Format**

The cover sheet and all sections of the RFQ are complete.

### **Key People**

The key staff members who will deliver the proposed services are Site Coordinators. Minimum qualifications for a Communities In Schools of Seattle (CISS) Site Coordinator are at least a bachelor's degree and three years of experience working with the children and youth who represent the population served. The school administration, together with Communities In Schools of Seattle staff, select the Site Coordinator at each school. CISS currently has three full-time Site Coordinators, all of whom have at least five years of experience working with disadvantaged youth and improving student academics, two have master's degrees and all have a deep commitment to social, emotional, behavioral and family support and promoting academic achievement and MAP growth. They have backgrounds as teachers, tutors and program coordinators. CISS also has an AmeriCorps member who provides some site coordination services at another site.

Shira Rosen, MSW, Executive Director, will lead the project. Ms. Rosen has been the Executive Director of Communities In Schools of Seattle since 2010. Under her leadership, the agency was nationally accredited by Communities In Schools using its Total Quality System standards – proven effective by third party research.<sup>1</sup> She currently oversees three Site Coordinators, a Program Coordinator, two AmeriCorps members and is responsible for management of the agency. Ms. Rosen has 13 years of experience in youth development, prevention programs, education, fundraising and leadership. She is a board member of the Youth Development Executives of King County and the Northwest Development Officers Association. She has presented at regional and national conferences and been part of 2 national research studies for program evaluation.

### **Previous Experience**

Founded in 1998, nationally recognized Communities In Schools of Seattle (CISS) works in high needs public schools with the 10% of students most likely to drop out and provides support to the school as a whole. Currently, CISS works effectively in 4 Seattle schools. In the 2010-2011 school year, CISS served 224 diverse students who were: 46% African or African American, 17% Asian or Pacific Islander, 18% Hispanic, 12% multi-racial, 5% Native American, and 2% Caucasian. Almost 100% of the students were on free or reduced-price lunch programs. The 15% ESL students in the CISS programs reflect the overall school population. The number and diversity of students served for this year are similar. In addition, all of these students meet one or more of the following risk factors: have an achievement gap; have poor attendance; are from

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<sup>1</sup> *Total Quality System is set of standards that define expectations for effective non-profit business practices and for implementing the Communities In Schools model of integrated student support services at school sites. The site standards are based on a five-year, longitudinal national evaluation conducted by an independent, outside evaluator that documented the impact of the Communities In Schools model.*

immigrant and refugee families; have English as a second language; and/or have little or no parental involvement in their schooling.

CISS's **service delivery** and **partnering capabilities** are best described through the Site Coordination model of service. CISS prefers to provide a full-time Site Coordinator in a school for intensive case management with the 10% of the students most likely to drop out. The Site Coordinator works closely with principals, teachers, family support staff, counselors, nurses, and other important school personnel to develop the student case load using data on student grades, standardized test scores, attendance and behavior. The Site Coordinator adds new students to the caseload throughout the school year by assessing all new students for academic, behavior or attendance issues.

Once enrolled, the Site Coordinator, student and parent/guardians work together to build an individualized Student Success Plan which outlines a strategic set of intervention activities designed to increase academic performance, attendance and behavior, prevent dropout and bolster graduation rates. The plan is updated throughout the year by tracking resources to which the student is referred, assessing obstacles and progress, and assessing the level and frequency of family supports.

**CISS Partnerships:** CISS uses multiple methods in a Student Success Plan to help students achieve age and grade level standards for *WaKIDS*, state testing, *MAP* growth and positive attendance. The Site Coordinator will access or create partnerships with other social service providers, businesses, community members and community organizations to bring the community *into* the school. These partnerships ensure students can receive individual and small group tutoring and homework assistance, mentoring, attendance support (phone calls home, attendance contracts, home visits), after school activities and other services tailored to their needs through comprehensive, partnership supported case management.

The partnerships not only support students, but coordinate services and activities for parents, guardians and families that directly align with Levy school and family connections. CISS helps broker resources and referrals for families such as: parent/guardian education on student learning and accessing student data; evening dinner and education sessions for specific ethnicities; information on entering elementary school or transitioning to middle school; and, other areas of need identified by the school for families. The Site Coordinator is often the liaison between the home and the school, helping parent/guardians navigate and connect to the school, online data, teachers, and other supportive services.

**Sample Programs:** One of the 4 Seattle Public Schools served by CISS includes Graham Hill (GH) Elementary, where a part-time Site Coordinator has been placed for 5 years. The CISS Coordinator manages the Math All-Stars program, an after school math tutoring program. CISS provides staff and volunteer tutors who work with a certified teacher from the school to help students increase their math proficiency. CISS also coordinates the Reading Buddies program, a school day one-on-one tutoring for students behind in reading. CISS works directly with teachers and administrators to

select the most appropriate students for the programs. The close connection with school staff also ensures that students can be released from class for Reading Buddies and provided with transportation home after Math All-Stars. The programming assists students to reach grade level, increase test scores and grades and increase typical MAP scores growth. In some years there have been Family Fitness Nights and a visit from a Globetrotter, all coordinated by CISS. CISS has also worked in Rainier Beach High School (RBHS) for 3 years, and Aki Kurose (AKMS) and Denny (DMS) Middle Schools for 1.5 years. At each of these schools, the Site Coordinator is an integral part of the school team and provides intensive case management for students.

**Local Results:** In 2011, CISS programs produced verifiable, positive results. At GH, of the 21 students who participated in Math All-Stars, almost 80% improved their math proficiency according to both teacher surveys and standardized tests. Similarly, 75% of the 20 students who participated in the Reading Buddies program improved their reading proficiency. Overall for the agency, of the 224 students served, 100% of eligible seniors graduated; 99% of students stayed in school and passed to the next grade; and 73% made academic progress and improved their attendance. In 2010, approximately 90% of GH students served made progress and of 137 total students served: 100% of eligible seniors graduated; 95% of students stayed in school and passed to the next grade; and 82% made academic progress; and 65% improved their attendance.

The demonstrable success of the CISS program relies on **strong partnerships** to support the students, families, and schools. At GH, the Site Coordinator works with Big Brothers Big Sisters (BBBS) to provide mentors for 10 students. BBBS recruits and trains the mentors while the CISS Site Coordinator oversees the matches in the school. Other examples of successful partnerships are at AKMS and DMS, where the Site Coordinators work closely with City Year and Talent Development as part of the Diplomas Now Model, a proven approach to helping the toughest schools in America's largest cities ensure that students graduate ready for college or career. They also collaborate with the YMCA, Parks Department, Neighborhood House and other service providers within the schools. At RBHS, the Site Coordinator oversees, coordinates with, and convenes all non-profit partners within the school; there are 29 partners with a diverse array of skills, programs and populations served.

**Sample of Current Partners:**

- \* Christine Morningstar, Principal, GH 206-252-7140 [fcmorningstar@seattleschools.org](mailto:fcmorningstar@seattleschools.org)
- \* Mia Williams, Principal, AKMS – 206-252-7700 [mparker@seattleschools.org](mailto:mparker@seattleschools.org)
- \* Jeff Clark, Principal, DMS – 206-252-9000 [jclark@seattleschools.org](mailto:jclark@seattleschools.org)
- \* Dwane Chappelle, Principal RBHS – 206-252-6350 [ddchappelle@seattleschools.org](mailto:ddchappelle@seattleschools.org);
- \* Tina Berryessa, BBBS, 206.763.9060 x210 [Tina.Berryessa@bbbbsps.org](mailto:Tina.Berryessa@bbbbsps.org)
- \* Simon Amiel, City Year - 206-219-5010 [SAmiel@cityyear.org](mailto:SAmiel@cityyear.org)
- \* Katrina Hunt, Talent Development – 206-252-7700 [kmhunt@seattleschools.org](mailto:kmhunt@seattleschools.org)
- \* Urban Impact, Glenn McCray – 206-722-2052 [gmccray@urbanimpactseattle.org](mailto:gmccray@urbanimpactseattle.org)
- \* Linda Sue Woodall, United Way, 206-461-4560 [lwoodall@uwkc.org](mailto:lwoodall@uwkc.org)
- \* Greg Coy, Discuren Foundation, 425-828-3737 [gcoy@isomedia.com](mailto:gcoy@isomedia.com)
- \* Cree Zischke, JP Morgan Chase – 206-500-2477 [cree.zischke@jpmorgan.com](mailto:cree.zischke@jpmorgan.com)

**Challenges and Barriers of Focus Students:** The students served by CISS encounter multiple challenges in their homes that affect their abilities to be academically-focused. They might come to school having just been evicted from their apartment, homeless, or having spent the night at a friend's house while their parent was working or absent. There may be addiction issues in the home, or difficulty doing homework because parents do not speak English. Students can come to school hungry, tired, late, poorly clothed, or with emotional issues that can impede their ability to learn and succeed.

Because of these challenges, students often struggle academically, fall far behind their peers, fail classes, or are in danger of failing to graduate. They may have behavior issues which make them more likely to have detention or get suspended and they often have attendance issues because there is no one at home to ensure they come to school. The students served by CISS are those targeted in the goals, outcomes and indicators of the Family and Education Levy.

Site Coordinators provide wrap-around, collaborative services to target this multitude of challenges. In addition to the activities outlines above, they connect families to housing resources, drug and alcohol treatment, food banks, support parent/guardians to engage more in their student's learning, connect families to English classes, connect with teachers to increase support for students and support the students within the school on all of the areas where they struggle.

### **Tracking to Success**

The entire model of Site Coordination, outlined above, is fully data-driven. A five year independent evaluation conducted by ICF International confirmed the evidence-based effectiveness of CIS' coordinated services model at the school level. In comparing the results to over 1,600 studies screened by the Department of Education's *What Works Clearinghouse*, the evaluation concluded that the **CIS model is associated with the strongest reduction in dropout rates among all existing fully scaled dropout prevention programs in the United States. Additionally, the evaluation concluded that CIS is unique in having an effect on both reducing dropout rates and increasing graduation rates and that the model is effective across states, school settings, grade levels and student ethnicities.** The evaluation used a randomized controlled trial, which demonstrated a reduction in student dropout rates that was nearly three times the *What Works Clearinghouse's* threshold for "substantively important" effects.<sup>2</sup>

The national study shaped the above mentioned TQS accreditation requirements, which CISS uses for its Site Coordination model. The model works well in Seattle because CISS effectively increases graduation rates, reduces drop-out, increases academic performance, and improves student attendance (as shown above) through the use of data.

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<sup>2</sup> Communities In Schools press release, February 5, 2011.

To select students for case management, the Site Coordinators attend *Early Warning Indicator* meetings at each school, where students are assessed based on data-driven criteria. The Seattle Public Schools use the *Secondary School Risk Factor Report* in these meetings which ranks students for low, mid, and high risk factors. This report provides updated data on the student's school grades, performance on state assessments, interim MAP assessment data, attendance and behavior. The Site Coordinators use these meetings, along with data on family demographics (income status, household size, parent education levels, English speaking, homelessness, foster care involvement, incarcerated parent, gang involvement, children who are pregnant or parenting, and substance abuse); attendance at school and individual classes; grades (report cards, weekly online course data from Seattle Public School's "The Source", progress reports, teacher check-ins); and behavior in school (detentions, suspensions, teacher check-ins) to build their caseload.

Once students are enrolled in a program, the Site Coordinator monitors student progress on a weekly basis and makes adjustments to their Student Success Plan as outcomes are tracked. The Site Coordinator is able to access all levels of student data available at the schools including daily, weekly and monthly attendance records, weekly and monthly grades, and weekly and monthly behavior records.

All data on student enrollment in the program, reasons for enrollment and progress are stored in the Communities In School Data Management System, a web-based database used throughout the CIS national network to track student, school and agency progress. The data is analyzed weekly and when little or no progress is shown, the Site Coordinator will adjust the Student Success Plan so positive outcomes can be achieved. Over the years, the data has encouraged course corrections that resulted in higher outcomes for students. All data is securely stored and privacy is always ensured. Each year, a final report is created to determine local school outcomes and overall agency outcomes. The data is shared with the national office and national outcomes are established.

One example of a course correction was with a student who had both attendance and academics as areas for improvement. The Site Coordinator created an attendance contract with the student and encouraged him to attend after school tutoring. After a month, the Site Coordinator used the data to see that the student came to school more often, but was regularly late, and continued to struggle with academics. The Site Coordinator amended the attendance contract to include being on time for school and found a lunch tutor to supplement the after school tutoring. The student satisfactorily improved with this intervention.

#### **Women and Minority Inclusion; Non-discrimination**

CIS will not subcontract with any organization, but may hire new employees. CIS has a non-discrimination policy in hiring that includes all protected groups and works to maintain a diverse workforce that is reflective of the population served.



## Sample Data Report II

### Communities In Schools of Seattle

Site	Case ID	Name	Gender	Ethnicity	Grade Level	Case Status	Case Goal	EOY Result
Aki Kurose Middle Sc				Black or African American	6th Grade	Active	Improve School Behavior	Met Goal
Aki Kurose Middle Sc				Multi-Racial	7th Grade	Active	Improve Academics	Met Goal
Aki Kurose Middle Sc				Multi-Racial	7th Grade	Active	Improve School Behavior	Met Goal
Aki Kurose Middle Sc				Black or African American	6th Grade	Active	Improve Academics	Met Goal
Denny Middle School				White	7th Grade	Active	Improve Attitude and Commitment	Met Goal
Denny Middle School				White	7th Grade	Active	Improve School Behavior	Met Goal
Denny Middle School				White	8th Grade	Active	Decrease Suspensions	Met Goal
Denny Middle School				White	8th Grade	Active	Improve Academics	Met Goal
Denny Middle School				White	8th Grade	Active	Improve Attendance	Met Goal
Denny Middle School				White	8th Grade	Active	Improve Attitude and Commitment	Met Goal
Denny Middle School				White	8th Grade	Active	Improve School Behavior	Met Goal
Denny Middle School				Black or African American	8th Grade	Active	Improve School Behavior	Did Not Meet Goal
Denny Middle School				Asian or Pacific Islander	8th Grade	Active	Improve School Behavior	Did Not Meet Goal
Graham Hill Elemental				Black or African American	3rd Grade	Active	Improve Academics	Met Goal
Graham Hill Element				Black or African American	3rd Grade	Active	Improve Academics	Met Goal
Graham Hill Element				Black or African American	2nd Grade	Active	Improve Academics	Met Goal
Graham Hill Element				Multi-Racial	2nd Grade	Active	Improve Academics	Met Goal
Graham Hill Element				Black or African American	2nd Grade	Active	Improve Academics	Met Goal
Graham Hill Element				Black or African American	4th Grade	Active	Improve Academics	Met Goal
Rainier Beach High Sc				Black or African American	9th Grade	Active	Improve Attendance	Did Not Meet Goal
Rainier Beach High Sc				Multi-Racial	11th Grade	Active	Improve Academics	Met Goal
Rainier Beach High Sc				Black or African American	9th Grade	Active	Improve Academics	Met Goal
Rainier Beach High Sc				Black or African American	9th Grade	Active	Improve Attitude and Commitment	Met Goal

10-11 SY Case EOY Result Details (Affiliate Level) - UPDATED

CIS of Seattle



Active Cases

Site	Case ID	Name	Gender	Ethnicity	Grade Level	Case Status	Date	EOY Status
Aki Kurose Middle School			F	Black or African American	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			M	Multi-Racial	7th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			F	Black or African American	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			M	Black or African American	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			F	Black or African American	7th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			F	Black or African American	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			M	White	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			F	Hispanic	7th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			F	Hispanic	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			F	Black or African American	7th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			U	Black or African American	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			M	Black or African American	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			F	Hispanic	7th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			F	Hispanic	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			F	Black or African American	7th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			F	Black or African American	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			F	Hispanic	7th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			F	Black or African American	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			M	Multi-Racial	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			F	Other	7th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			M	Unknown	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			M	Asian or Pacific Islander	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			M	Asian or Pacific Islander	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			F	Multi-Racial	7th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			M	Other	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			F	Asian or Pacific Islander	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			F	Asian or Pacific Islander	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			F	Asian or Pacific Islander	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			M	Asian or Pacific Islander	6th Grade	Active	7/27/2011	Promoted
Aki Kurose Middle School			M	Unknown	Unknown	Active	7/27/2011	Promoted
Aki Kurose Middle School			M	Unknown	6th Grade	Active	7/27/2011	Promoted

Sample Data Report I  
Communities In Schools of Seattle

BASIC INFORMATION	ADDITIONAL STUDENT INFORMATION											
	Demographics & Program						School and Grade				Academic Standing	
ID#	Race/ Ethn	Gender	Homeless?	IEP?	ELL?	PGY	Next Year School	Current Grade	Previous Year School	Previous Year Grade	HS Grad Credits	Cum GPA
	B	F	N	N	N	*	249 - Madrona	6	*	5	*	3.14
	B	F	N	N	Y	*	130 - Aki Kurose	6	233 - Hawthorne	5	*	2.45
	B	F	N	Y	Y	*	130 - Aki Kurose	6	291 - South Shore	5	*	1.98
	B	M	N	N	N	*	130 - Aki Kurose	6	207 - M. L. King Jr	5	*	1.39
	B	F	N	N	N	*	130 - Aki Kurose	6	219 - Dunlap	5	*	3.13
	A	F	N	N	N	*	130 - Aki Kurose	6	286 - Wing Luke	5	*	2.38
	B	M	N	N	Y	*	130 - Aki Kurose	6	219 - Dunlap	5	*	2.59
	B	M	N	N	N	*	130 - Aki Kurose	6	219 - Dunlap	5	*	3.37
	A	M	N	N	N	*	130 - Aki Kurose	6	207 - M. L. King Jr	5	*	3.81
	B	F	N	N	N	*	130 - Aki Kurose	6	219 - Dunlap	5	*	3.89
	H	M	N	N	N	*	130 - Aki Kurose	6	207 - M. L. King Jr	5	*	2.08
	B	M	N	N	N	*	130 - Aki Kurose	6	*	*	*	1.98
	A	F	N	N	N	*	130 - Aki Kurose	6	*	5	*	3.65
	H	M	N	Y	N	*	130 - Aki Kurose	6	221 - Emerson	5	*	2.51

Sample Data Report I  
Communities In Schools of Seattle

RISK ASSESSMENT ( 1 - 23 TOTAL POINTS)											MATH PERFO	
TOTAL POINTS	Last Two Semester Coursetaking			Most Recent State Assessment			Attendance & Discipline				Most Recent Math Course	
TOTAL POINTS	Grade Repeat In 10-11	Core Course Failure Rate	Math Course Failure Rate	LA Course Failure Rate	Math WASL	Reading WASL	Writing WASL	Attendance	Unexcused Absences	Discipline	Course Code and Title	Interim Mark
3	No	Low	Low	Low	Low	Low	Low	Low	High	Medium	MMA2006 - MATHEMATICS 6	C+
6	No	Low	Low	Low	High	Medium	Low	Low	High	Medium	MMA2006 - MATHEMATICS 6	B-
10	No	Low	Low	Low	High	Low	High	High	High	High	MMA2006 - MATHEMATICS 6	B-
11	No	High	Low	Low	High	Medium	High	Low	High	High	MMA2006 - MATHEMATICS 6	C+
4	No	Low	Low	Low	High	Low	Medium	Low	Medium	Low	MMA2006 - MATHEMATICS 6	A
7	No	Low	Low	Low	High	High	Low	Low	Medium	High	MMA2006 - MATHEMATICS 6	C-
7	No	Low	Low	Low	High	Medium	Medium	Low	High	Medium	MMA2006 - MATHEMATICS 6	B-
2	No	Low	Low	Low	Low	Low	Low	Low	High	Low	MMA2006 - MATHEMATICS 6	B
1	No	Low	Low	Low	Low	Low	Low	Low	Medium	Low	MMA2006 - MATHEMATICS 6	B+
2	No	Low	Low	Low	Low	Low	Low	Low	High	Low	MMA2006 - MATHEMATICS 6	A
9	No	Low	Low	Low	High	Medium	Medium	Medium	High	High	MMA2006 - MATHEMATICS 6	B-
4	No	Low	Low	Low	Low	Low	Low	Low	High	High	MMA2006 - MATHEMATICS 6	A-
2	No	Low	Low	Low	Low	Low	Low	Low	High	Low	MMA2006 - MATHEMATICS 6	A
10	No	Low	Low	Low	High	High	High	Medium	High	Medium	MMA9601 - MATH BASIC SKLL	B-

Sample Data Report I  
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PERFORMANCE - LAST TWO SEMESTERS				LANGUAGE ARTS PERFORMANCE - LAST TWO SEMESTERS						
Second Most Recent Math Course				Most Recent Language Arts Course			Second Most Recent Language Arts Course			

Final Mark	Course Code and Title	Interim Mark	Final Mark	Course Code and Title	Interim Mark	Final Mark	Course Code and Title	Interim Mark	Final Mark	Test Grade
B-	*	*	*	MLA0230 - ESL 1	A	A	MLA0290 - DRAMA AS EXPRESSIVE	A	A	*
C	*	*	*	MLA0230 - ESL 1	C	C	MLA0290 - DRAMA AS EXPRESSIVE	A	A	G5
C+	*	*	*	MLA0007 - LANGUAGE ARTS 6	B-	B-	MLA0290 - DRAMA AS EXPRESSIVE	A-	A-	G5
C-	*	*	*	MLA0007 - LANGUAGE ARTS 6	D	D	*	*	*	G5
B+	*	*	*	MLA0007 - LANGUAGE ARTS 6	A-	A-	MLA0290 - DRAMA AS EXPRESSIVE	A	A	G5
C	*	*	*	MLA0007 - LANGUAGE ARTS 6	B	C+	MLA0277 - READING INDIVIDUALIZED	B-	B-	G5
B	*	*	*	MLA0230 - ESL 1	B	B	MLA0290 - DRAMA AS EXPRESSIVE	A	A-	G5
B+	*	*	*	MLA0007 - LANGUAGE ARTS 6	B+	A-	*	*	*	G5
A	*	*	*	MLA0007 - LANGUAGE ARTS 6	B	B	MLA0290 - DRAMA AS EXPRESSIVE	A	A	G5
A	*	*	*	MLA0007 - LANGUAGE ARTS 6	A	A	MLA0290 - DRAMA AS EXPRESSIVE	A	A	G5
C+	*	*	*	MLA0007 - LANGUAGE ARTS 6	C	C	*	*	*	G5
B	*	*	*	MLA0007 - LANGUAGE ARTS 6	C+	C+	MLA0290 - DRAMA AS EXPRESSIVE	A-	B+	*
A	*	*	*	MLA0007 - LANGUAGE ARTS 6	A	A-	*	*	*	*
B-	*	*	*	MLA9226 - LANGUAGE ARTS 1	B	B	MLA0290 - DRAMA AS EXPRESSIVE	B	B	G5

Sample Data Report I  
Communities In Schools of Seattle

MOST RECENT WASL PERFORMANCE											MOST RECENT (Spring 2011 ) MAP RESULTS				Attendance
Math			Reading				Writing				Math		Reading		
Scale Score	Level	Met Standard	Test Grade	Scale Score	Level	Met Standard	Test Grade	Scale Score	Level	Met Standard	RIT Score	Percentile Rank	RIT Score	Percentile Rank	Attendance Rate
*	*	*	*	*	*	*	*	*	*	*	200	7	180	2	94%
368	L1	N	G5	391	L2	N	G4	9	L3	Y	209	18	200	14	92%
352	L1	N	G5	391	MO	Y	G4	6	L1	N	192	3	202	17	78%
341	L1	N	G5	378	L2	N	G4	6	L1	N	202	9	197	10	94%
347	L1	N	G5	422	L4	Y	G4	8	L2	N	217	32	217	54	97%
347	L1	N	G5	368	L1	N	G4	10	L3	Y	197	5	201	15	93%
363	L1	N	G5	391	L2	N	G4	7	L2	N	204	11	203	18	91%
414	L3	Y	G5	422	L4	Y	G4	11	L4	Y	233	71	217	54	94%
419	L3	Y	G5	430	L4	Y	G4	9	L3	Y	238	82	213	41	96%
440	L4	Y	G5	432	L4	Y	G4	10	L3	Y	245	92	237	97	92%
347	L1	N	G5	395	L2	N	G4	7	L2	N	214	26	191	6	89%
*	*	*	*	*	*	*	*	*	*	*	218	34	193	7	92%
*	*	*	*	*	*	*	*	*	*	*	234	73	218	57	90%
*	L0	N	G5	*	L0	N	G4	4	L1	N	*	*	165	1	83%

Sample Data Report I  
Communities In Schools of Seattle

ATTENDANCE & DISCIPLINE	
Attendance 2010-2011	Discipline 2010-2011

Unexcused Absence Rate	Number of Unexcused Absent Days	Short-Term Suspensions	Long-Term Suspensions	Expulsion	Total Discipline Actions
3%	5	0	0	0	1
5%	9.5	0	0	0	1
12%	22	2	0	0	6
3%	5.5	1	0	0	3
2%	3.5	0	0	0	0
2%	3	2	0	0	5
8%	13.5	0	0	0	1
5%	9.5	0	0	0	0
2%	3.5	0	0	0	0
3%	5.5	0	0	0	0
3%	5.5	2	0	0	6
6%	8	1	0	0	2
4%	7	0	0	0	0
5%	9.5	0	0	0	1